

Al Ghanim Bilingual School



Middle School Division Program Guide



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*“We want to keep children in charge of their learning and [for them] to become responsible for it.
We want them to be responsible for their successes and failures,
show them how engaging learning is,
and that the motivations for learning should be the child’s intrinsic interests,
not an external reward.”*

Dalton Miller-Jones

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Welcome to Middle School!

"Coming together is a beginning, keeping together is progress, and working together is a success."
Henry Ford

We look forward to working together with you and your parents, as a team, to help you do your very best and get the most out of the middle school years.

Middle School is a time of growth. As a Middle School student, you will be dealing with more complex intellectual tasks and social situations. You will gradually become more empowered in your own learning. You will be expected to behave in a more mature manner and will be held more accountable for your actions. You are expected to become more independent in your studies and assume the responsibility for organizing your work and study materials. You also learn to become a more responsible citizen and develop your self-identity as part of the community.

As a young adolescent, you have more control over how you apply yourself to your schoolwork and on the kinds of friends you make. Use your energy, innate curiosity, imagination, and intelligence to make middle school an exciting learning experience. Your teachers, the school administrators, and the School Counselor, are there to help you. Whenever you have a problem or need questions answered, you can always talk to them.

This guide is intended to provide you with an overview of the GBS MS program. It will also provide basic information regarding middle school policies and procedures related to the day-to-day operation. Please share it with your parents, read it carefully, and keep it as a reference.

Al Ghanim Bilingual School Guiding Statements

Mission:

Al Ghanim Bilingual School inspires students to become national and global citizens by promoting a Kuwaiti identity and embracing multicultural values through a balanced bilingual curriculum and a safe and nurturing environment.

Vision:

To develop independent, confident, lifelong learners

Core Values:

- Develop students physically, emotionally, intellectually, and socially.
- Offer quality education based on a well-rounded bilingual curriculum that fosters twenty-first century and global citizenship skills.
- Leverage technology to support our students and improve their learning.
- Promote an enjoyable, healthy, and safe learning environment.
- Promote collaboration among all the members of the school community to fulfill the school's mission and vision.

Al Ghanim Bilingual School Teaching and Learning Policy

A. Aims of the Policy

This policy has been created by and agreed upon by the teaching staff, administrators, and Governing Body.

Al Ghanim Bilingual School is committed to quality teaching and learning to provide a well-rounded education for our students. All teaching staff, administrators, and governors were consulted when developing this policy. It summarizes expectations and common working practices and procedures and reflects what has been agreed in terms of approach and consistency. It also reflects the school's mission and vision.

B. Principles of Teaching and Learning

Al Ghanim Bilingual School believes that education is fundamental to the overall positive development of the child's personality and that the ultimate goal is to assist in the development of the child's ethical system, abilities and the cultivation of his/her creative and critical aptitudes. GBS believes that the learner is the central interest of the school; the school must help every child experience success in the learning process. Education involves children, parents, staff, and governors.

Therefore, we aim to:

1. Promote the values of cooperation and solidarity among all participants in the educational process.
2. Provide an enjoyable and healthy learning environment.
3. Develop the values of respect, honesty, equality, integrity, tolerance, fairness and trust.
4. Link theory to practice, adopting a rational attitude towards knowledge and valuing strong work ethics and high moral standards.
5. Promote tolerance of individual differences and free exchange of ideas and views.

6. Embrace and promote the Arab and local culture, heritage, and values.
7. Encourage our students to value and embrace cultural diversity.
8. Provide a bilingual curriculum which promotes the intellectual, psychological, physical, and social development of the children.
9. Encourage our students to be active and responsible global citizens and effective participants in national and global development.

C. Roles and Responsibilities

Parents are encouraged to support their children's learning by:

1. Ensuring their child is well nourished and sleeps adequately.
2. Ensuring their child attends school regularly and punctually and wearing the school uniform.
3. Ensuring their child is well prepared with all the necessary supplies.
4. Ensuring their child completes the assigned homework as per school homework policy.
5. Supporting the school's discipline policy.
6. Attending school events and parent-teacher conferences.
7. Regularly communicating with the school regarding their child's progress, behavior, and well-being.

Students are expected to:

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1. Attend school regularly and punctually.
2. Be prepared and organized with school supplies.
3. Bring healthy snacks.
4. Abide by the school policies and procedures such as homework policy, discipline policy, etc.
5. Engage, participate, and act appropriately.

D. Assessment:

Assessment, at GBS is an evaluation of students' acquisition and application of skills and knowledge and **plays an essential role in their learning. Assessment results are strategically used to drive the instructional** program. Assessment is an integral part of planning, teaching, and learning and is aligned with the curriculum. Assessment of students is based on ongoing informal observations and supervision of class work and homework, in addition to formative, summative, and standardized assessments (MAP). Standardized assessments are used in grades 3 through 10 and are used to help teachers develop the goals and objectives for students as well as teaching the next steps.

Using the processes of assessment, we:

- Use a variety of assessment tools including formative and summative assessments.
- Monitor progress and support learning
- Recognize the achievements of students
- Guide future planning, teaching and curriculum development
- Inform parents and students about student achievement

E. Homework:

1. All homework assignments must be properly explained in class and in application of recently covered material.
2. New materials/lessons are not assigned as homework when not covered adequately in class.
3. The average time a MS student should be between 60 to 90 minutes.

Admission Policy

1. Eligibility

GBS has a non-discriminatory admission policy. GBS admits any student who satisfies the admission requirements. Staff children receive no preferential treatment at any level in the school. To be eligible for application to GBS, students should satisfy all requirements. Priority in admission is given to applicants with siblings currently enrolled at GBS.

2. Admission/Placement

All applicants must sit for an entrance assessment and interview. The entrance assessments assess skills in English, Arabic, and mathematics. MAP is used to assess reading, language, and Mathematics while a written assessment is used to assess English writing and Arabic skills. The entrance assessment is also a screening tool to ensure that all students have the ability to cope with the demands of the GBS program. Teachers are required to administer admission tests, mark them, and turn the tests to the register (or division). Members of the administration review the entrance assessment results and the student application file and make a decision on admission and placement. If an applicant's performance/behavior during the test gives any reason for concern, the School Counselor is notified. The Counselor interviews the applicant and requests further information from the parents. In those cases, the Student Counselor and her notes become part of the decision making process for admission. In the event that there are more applicants than space available, the priority of admission will be determined based on the most favorable result in the entrance assessment and the date of application. The remaining applicants who meet GBS admission criteria will be placed on a waiting list. Confirmation of admission once an opening occurs will be subject to the same admission criteria.

Placing and Transferring Students Procedure

1. Placing Students

In May of each year, core subject teachers gather to assist in the creation of class lists for the next academic school year. The criteria used by teachers include the following:

- Academic
- Behavioral
- Gender

Teachers are requested to divide current students based on their current academic standing. This is accomplished by having three levels, high, medium, and low. The objective of academic grouping is to create classes with an equal number of high, medium and low. Once this has been accomplished, teachers then review behavior. The objective here is to ensure that no one class has an unequal number of students with behavioral issues. The final consideration is gender. The objective is to try and balance, when possible, the ratio of male and female students. Once the teachers have completed their work, the class lists are reviewed by the counselor and the principal. They will recommend a change if they believe it is best to move a student/s. Any movement of students from one list to another must always maintain a balance of academic, behavioral and gender considerations. When the lists are finalized by the above stakeholders, they are sent to the divisional Principals for final consideration. Parent requests will be considered as long as their request is made early in the process and it adheres to the following restrictions:

- A particular teacher cannot be requested.
- A request that their child is in a particular class with a friend will not be granted.

2. Transferring Students

Once class lists have been finalized and published, there should be NO movement. The division Principals can only move a student if it is deemed in the best interest of the child.

School-Home Communication

GBS utilizes several means of communication to keep parents informed of their children's education. The MS Program Guide, Course Description Letters, Academic Reports, Progress Reports, Orientation sessions, and Parent-Teacher Conferences, are examples of regular communications with parents. In addition, the school operates a website, a Facebook and Instagram account, all of which are used to communicate with parents. Google Classroom and Skoolee (learning management system) will also provide a means of communication with parents. Teachers' emails are available for parents' reference. Any updates on parents' emails should be shared with the school Registrar and the division administrative assistant to ensure proper communication between school and home. Furthermore, parents can call the administrative assistant's office to schedule an appointment with a designated teacher or to request communication with him/her via phone call.

The Middle School Program

The Middle School program recognizes the unique socio-emotional developmental needs of its students by integrating social and emotional issues, character, and multicultural education into the curriculum. MS teachers and administration work together to help students through this stage by developing strong relationships with students, creating safe classroom and school environments, and by creating opportunities to talk about emotions and issues that arise in the classroom or curriculum.

The program provides opportunities for students to develop leadership skills and to interact in social situations with peers and adults inside and outside the school. It also emphasizes multicultural education, which leads to the development of a strong acceptance of cultural diversity as a valuable resource in all societies. The MS program of multicultural education integrated into all subject areas promotes and fosters intergroup understanding, awareness, and appreciation by both students and staff of the diverse ethnic, racial, cultural, and linguistic groups around the world and those represented within Kuwait specifically. Students become culturally self-aware and develop more positive attitudes towards cultural diversity, dispelling misconceptions, stereotypes, and negative beliefs about themselves and others. Students also become better prepared for participatory citizenship by growing into more socially, environmentally, and ethically responsible individuals who actively engage in civic and community projects and are more globally aware and respectful of and engaged in the diverse community of GBS and Kuwait.

The middle school classroom is an active learning environment. Small groups of students often work together on specific learning tasks to increase achievement at all ability levels. The academic program emphasizes a standards-based educational approach that challenges students in all subject areas. Students are encouraged to be thoughtful learners through hands-on experiences that assist them in constructing knowledge; interdisciplinary connections enhance understanding in all subject areas. Appropriate technology is integrated into the teaching and learning process to increase student engagement and enhance learning, while at the same time developing the necessary skills for success in the economy of the future. Classrooms are fitted with interactive whiteboards and Internet.

The school implements the BYOD (Bring Your Own Device) program where students bring their laptops to school on a daily basis and are provided internet access to master the skills necessary for conducting research, evaluating information relevancy and accuracy, and using interactive and collaborative Web tools to both learn with and from others and present information. Students will also need a computer with internet access and a printer at home to complete assignments.

School Life

1. School Hours

The school day starts with the morning routine at 7:20 a.m. You are expected to be on time and to participate in the morning assembly. The first period begins at 7:30 a.m. Dismissal is at 2:15 p.m. from Gate # 4 on Al Mutanabi Street. Students participating in after-school activities must be picked up by 3:00 p.m. from the reception area.

2. Attendance

Students are expected to attend school for the entire school day and to arrive and leave on time. All medical appointments should be made after school hours. However, if they must leave during the day, a note from their parents explaining in detail the reason must be provided to the middle school office. The parent/guardian needs to sign an early dismissal form at the reception. They should not be pulled from class to attend an event held in one of the other divisions.

If the student arrives after 7:30 a.m. then he/she is recorded late. Students arriving after 7:45 will not be admitted for the first period. If students arrive later than the first period, they will not be admitted to school unless they have a valid excuse (a traffic jam is not a valid reason for being consistently late to school). Parents will be asked to take the child home and he/she will be marked as absent without excuse which results in zero for missing work and no possibility to make up work.

Being late for a class will result in a zero for any missed work. The teacher will not re-explain any missed part of the lesson. Unexcused absences will result in a grade of zero on missed work including tests, quizzes, and assignments, with no possibility for make-up. In rare cases, tests may be deferred with a valid excuse and the Principal's approval (with a limit of two tests per semester). No tests can be taken ahead of time in case of pre-planned absence. MS teachers post all notices and assignments on Google Classroom and/or Skoolee. It is the responsibility of the student to check it out. If the student will be absent, his parents may pick up needed material (textbook, practice book, handouts) to complete the work by sending a request by email to the school and calling at least three hours ahead to make sure it was received and acted upon.

3. Absence

In coordination with the Ministry of Education's attendance policy, students who register 3 unexcused absences in a given period will receive a warning letter from the registrar. They will be given a "0" on any assigned work or assessment missed during this absence. For an absence to be excused, the student must bring a signed and stamped doctor's note within 2 days of returning to school. An absence is considered excused if it is a personal illness, serious family illness or family death, or other extraordinary circumstances approved by the MS Principal. The term "excused" or "unexcused" is important to determine whether or not the student is entitled to do the missing work or to get support from his/her teachers.

4. Breaks and Snacks

During the day, there will be two outbreaks. You are encouraged to bring healthy snacks, and the canteen will be accessible during both breaks. Only water and juices in plastic or paper containers are allowed on campus. Metallic water bottles are strictly prohibited per the Ministry of Education regulations. Food deliveries are strictly prohibited.

5. Supplies/Lockers

Students are responsible for bringing all needed supplies and their electronic device fully charged to school on a daily basis. Students' lockers can be rented once students and their parent/guardian agree to the guidelines stated in the "Locker Agreement and Expectations" (refer to Appendix A). Students can

access the lockers during breaks, before the morning routine, and at the end of the day.

Mobile phones are not permitted in school. If students breach this rule, the mobile will be confiscated and returned after three school days to the parents.

6. Uniform

Students are required to wear the full school uniform when in school and on field trips unless otherwise officially notified. On designated “free dress” days, students must not violate acceptable GBS dress code. The following are strictly prohibited:

- Body hugging, tight, transparent, revealing, or torn clothing.
- Offensive pictures, symbols, or words printed on the clothing.
- Colored, gelled or spiked hairstyles. Boys’ hairstyles must be kept short and tidy. Girls must keep their hair away from their face and if long, tied.
- Make-up, non-prescription lenses, colored nail polish, and lipstick.
- Expensive jewelry, watches, or gadgets.

When students violate the uniform code, they will be asked to change into the proper uniform or they will be sent home.

7. Good Study Habits

Students are expected to bring to school needed books, papers, and homework. It is recommended to keep corrected papers in a file at home or in a binder unless the teacher requests a parent signature and/or that the paper is returned to be included in the student’s school file. Homework assignments are a preview, reinforcement, or extension of classwork and you should be able to complete them independently.

To be well prepared for summative assessments, it is important that students pay attention in class, complete homework and reading assignments independently, and review classwork and corrected papers. It is also important that they organize and plan ahead. It is always a bad strategy to wait to prepare for a summative and/or complete a larger project until the last minute.

Parents can help students develop good study habits by providing a quiet study area, time, and the tools they need (computer, the internet, printer, material and stationary for projects, etc.) Students can ask their parents to help them organize their time more efficiently, to set up a schedule for studying or a plan for projects, and other long-term assignments. Parents may also be able to guide students toward additional resources (i.e. web pages, textbooks, public libraries, etc.). Good study habits and skills developed in middle school will help students succeed at the high school level and beyond. If they struggle with the content of a given assignment, students are recommended to contact their teacher.

To further support their children’s learning at home, parents need to:

- Speak positively about school and teachers.
- Encourage their children to develop a sense of responsibility.
- Communicate with teachers and follow their children’s progress.
- Encourage their children to do their best and to ask for extra help when needed.
- Help their children to set school-related goals and work towards them.
- Encourage their children to find a study buddy in the same class who can collect missed work in case of absence.
- Encourage their children to practice good health habits (hygiene, nutrition, fitness, adequate sleep, etc.

8. Internet Use Policy

MS Students will have access to the Internet on the school campus. A “Technology Code of Conduct” (refer to Appendix B) document is distributed to all students with all rules and regulations that explain the

use and the policy. All students are required to sign the agreement at the beginning of the school year.

9. Parent-Teacher Communication

The middle school office will use the emails shared by the parents upon registration/ re-enrollment to communicate messages and information. It is important for parents to share accurate and active emails at the beginning of the school year. Teachers' emails are listed on the course description letters sent at the beginning of the year. Parents can use these emails to communicate directly with the teachers. Parents can communicate with teachers through Skoolee as well. It is always best to approach a teacher with concerns and/or questions before turning to administrators. If parents wish to meet with a teacher, they should schedule an appointment via email or by contacting the MS administrative assistant.

10. School Counseling

The focus of the counseling program is to help the students balance the demands of school, family, and friends. The school counselor helps the students, the parents, and the teachers establish and promote a positive learning environment. The School Counselor works with the students on finding ways to get along with one another; dealing with problems outside the classroom, in school and at home; and looking for new and creative ways to keep practicing good citizenship at school and beyond. The School Counselor may visit the class to conduct 'Life Skills' classes on different topics such as anger management, good study skills, and respect, peer pressure, etc. The counselor may meet with students individually or in small groups during break times. He/she leads the students in various community-based service projects and provides teachers and parents with suggestions and handouts to help the students at school or at home.

When a student faces a more challenging, complex psychological or educational issue that requires attention, the counselor can provide their parents with a list of professional places in Kuwait (including confidential testing/evaluation and treatment sites) that may help them overcome the problem.

11. Student Management

All students are entitled to a safe learning environment every day. Any behavior threatening the safety of any member of the school community (children and adults) anywhere around the campus or on the school buses will not be tolerated. Any behavior causing the disruption of the learning process is also unacceptable (e.g. tardiness, non-compliance with class/school rules or teacher's directives, excessive Illicit talk or movement, failure to complete assignments, etc.) Any item that might disrupt classes or represent a hazard to the health and safety of anyone is not allowed on school premises and will be immediately confiscated by any adult in the school to be returned only to parents. All students and adults at school must be respected. Insolence to adults, fighting, bullying, name-calling, use of profanities, showing a lack of tolerance for others' physical attributes, intellectual abilities, racial or ethnic elements, social background, religious beliefs, or nationality, etc., are unacceptable behavior. Cheating, lying, forging signatures, stealing, and vandalism, are all serious offenses that will result in corrective measures. The person responsible for damaging other's property must reimburse the owner of the damaged item, be it the school or another student or a staff member. When fighting or inappropriate language or physical contact occurs, parents are requested to come to school and pick up their child to go home for immediate suspension.

Bullying: GBS has ZERO tolerance for any type of bullying, including cyber-bullying, or the use of the Internet and social networking to harm other people in a deliberate, repeated, and hostile manner. Students who bully (pick on others, exclude them, or tease them) will be disciplined.

We encourage you to inform the Principal or a school staff member when you feel threatened or a victim of bullying or when you witness someone else being bullied. Bullies will face severe consequences for their actions, starting with suspension and reaching expulsion and denial of re-enrollment.

Encouraged and Expected Student Behavior: All staff and students are responsible for maintaining a school culture that is welcoming, nurturing, and conducive to learning. GBS' ten golden rules that guide

students' behavior are:

- Come to school daily, on time, wearing the school uniform, and bring all necessary materials to class.
- Actively participate in all classes and produce quality work.
- Complete assignments on time and read daily.
- Know and follow all school and class rules.
- Think before acting and speaking.
- Respect others' rights, property, opinions, and differences.
- Show respect in everything one does: work, appearance, actions, and language.
- Take responsibility for one's actions.
- Avoid negative peer pressure and activities.
- Be a role model for the younger students.

Students should help promote a safe learning environment by behaving in a school-appropriate, socially acceptable manner. They should avoid any behavior that interferes with their own or another student's learning and/or well-being.

12. Student Council

The Student Council provides the students with an opportunity to exercise social responsibility and develop leadership skills. The goal of the council is to help students feel that their voice is heard and that they can make a difference.

Student representatives participate in organizing events throughout the year and bring to the attention of the school administration any concerns they might have or issues they wish to discuss. Each year, in October, middle school students go to the polls to elect their representatives. Every student is encouraged to get involved and run for election as their class representative to the council.

13. Character Education

In middle school, students will experience many physical, mental, emotional, and social changes. It is during this time period that they will develop themselves and affirm their identity among their peers and their family. Character Education will help them cultivate ethical, responsible, and caring attitudes with an emphasis on universal values. They will come to recognize these values and understand how they affect one's actions and behaviors. They will also have many opportunities to practice important core ethical and civic values such as respect, responsibility, integrity, perseverance, courage, justice, and self-discipline.

14. Extra-Curricular Activities

The MS program provides countless opportunities to interact with people from the community, your teachers, and other students in social situations inside and outside the school. Participating in intermural sports and field trips, attending lectures given by guest speakers, volunteering as reading buddies to younger learners in the school, volunteering at environmental projects (e.g. beach-cleaning campaigns, recycling projects) and other community activities (concerts, plays, science fairs, stem activities, Helping Hand Campaign), enrolling in after-school clubs and activities, celebrating UN-Day, Math and Science Day, and International Day, competing in Reading Campaigns and Math Olympiad, are some of the events and activities that will help further develop the students' social skills and their confidence.

Grading System

GBS adopted formative and summative assessments. The major difference between formative and

summative assessments is that the former is used to improve student learning, providing feedback to students who do not demonstrate proficiency so they keep working and learning until they do. The latter is used to assess what students have learned and quantifies it by assigning a grade that is final. The student then moves on to the next learning objective.

1. Formative Assessment:

Formative assessment is an integral part of teaching and learning. Evaluation is an ongoing process incorporated into classroom practice during instruction. It is an integration of performance and feedback using scoring rubrics and grading scales to delineate consistent criteria for grading. The criteria are shared between students and teachers. This provides a basis for self-evaluation, reflection, and peer review. It also ensures accurate and fair assessment, fosters understanding and allows for adjustments of subsequent learning/teaching. Formative assessment requires constant timely feedback. Formative will be calculated as 30% of the assessment grade.

2. Summative Assessment:

Summative assessments are given periodically to assess learning after teaching has taken place. Summative assessments serve as formal documentation of a student's progress and mastery of skills and content. Summative will be calculated as 70% of the assessment grade.

3. Student Evaluation:

The end of year average for each subject is calculated based on the following percentages: 1st Semester (40%) + 2nd Semester (60%).

The semester average will be calculated based on the summative grades and formative grades. Subjects marked as Incomplete (I) or Non-Applicable (N.A.) are not computed as part of the total average. Each content area has a weight-value. The average grade is multiplied by the numerical weight-value of the subject, then, resulting values for all subjects are added up and a total average is calculated.

The weight values assigned for subjects are as follows:

Grade 6: English x1.6, Arabic x1.5, Math x 1.4, Sciences x1.4, Islam x 0.7,

Quran x 0.3, French x 0.7, Social Studies x 0.7, Computer x 0.7, P.E. x 0.7, Art/Music x 0.3

Grades 7-8: English x1.5, Arabic x1.5, Math x 1.4, Sciences x1.4, Islam x 0.6,

Quran x 0.3, French x 0.6, Social Studies x 0.6, Computer x 0.6, P.E. x 0.6, Geography x 0.6, Art/Music x 0.3

Promotion/Retention/Re-sit Exams

1. Promotion:

In order to be eligible for regular promotion, a student must have passing grades (50% or above in the yearly average and the four core subjects), meet attendance requirements, and have an acceptable disciplinary record.

2. Academic Probation:

Students who have an overall average of below 60%, and those who score below 60% in the core subjects (English, Arabic, math, and science), are placed on academic probation until their performance improves consistently over the 60% level.

3. Retention:

Students who fail three or more core subjects will be automatically retained. They are not eligible for any re-sit exam.

4. Re-Sit Exams and Probationary Promotion:

A student who obtains a failing grade in one or two core subjects should take a re-sit exam. If the grade obtained on the re-sit exam is a passing grade, it will replace the end-of-year grade on the report and the overall yearly average recalculated. If the student obtains a failing grade on the re-sit exam, he/she will be promoted under the conditions that the final grade in the failed subject is above 45%, the final grade in at least 2 core subjects is above 60%, the yearly average is over 60%, met attendance requirements, and work habits and overall behavior are acceptable.

The student is then placed on probation in the failed subject and parents commit to home support until performance reaches an acceptable level.

A student can benefit from probationary promotion or be retained only one time in the middle school. If he/she fails a second time, the school will ask the parents to transfer their child to another school. Any re-registration that may have preceded the end-of-year results would be deemed canceled. If the student is absent during the last marking period including the end-of-year exams and there is no chance to schedule make-up tests before the summer vacation, the re-sit exam will be scheduled for early September, prior to the official school opening. If the student is absent for 30 days or more during the academic year, a committee consisting of the School Director, the Division Principal, and the School Counselor will study the case to decide upon giving a comprehensive test in the four core subjects before promoting him/her to the next grade level.

Honor Roll and Principal List

GBS formally recognizes students' academic and behavioral achievements at the end of every semester. Advisors will submit ahead of time to the Principal a list of students who qualify for Middle/High School Awards as follows:

- Principal's list Award: Students must receive a 93 % or above as final average, and must have good attendance and disciplinary records.
- Honor Roll Award: Students must receive a 90% or above as the final average and must have good attendance and disciplinary records.

English Language Art

GBS English Language curriculum is aligned with the current U.S.A. Common Core State Standards. The

focus of the MS English curriculum is in the areas of reading, writing, speaking, and listening. Students are exposed to, and study, various genres of literature. These include multicultural literature, historical fiction, biographies, poetry, fantasy, etc. The diversity of reading material provides students with a deeper understanding of the world around them, as well as a greater appreciation of their own culture and its place in the world. Independent reading is an important part of the curriculum. The curriculum includes the study of standard grammar, vocabulary, and spelling. Writing instruction is based on the writing process: planning, drafting, editing, revising, and publishing. Student work is often shared through class readings and presentations. Current informational text, history, geography, and cultural studies units are also part of the English program.

Students are expected to read for a minimum of fifteen minutes nightly. They will learn to apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to literary and expository reading texts. They will be able to participate in a broad variety of speaking and listening situations in an appropriate manner. They will have ample opportunity to practice expressing their ideas effectively in a coherent, well-organized written work for a variety of purposes and audiences.

Mathematics

Based on the Common Core State Standards, Mathematics focuses on helping students gain a deep understanding of mathematical concepts and become adept problem-solvers with improved reasoning skills. Students will be able to analyze and use proportional relationships, understand and apply the properties of exponents, and compute with integers and rational numbers. They will be able to express quantitative relationships using algebraic terminology and to solve real-life and mathematical problems involving angle measure, area, surface area, and volume. They will be able to collect, organize, and represent data sets and solve probability problems.

Science

Based on the Next Generation Science Standards, science is interactive and student-centered, which enhances students' engagement and interest in the process of learning. The science curriculum integrates literacy instruction (e.g. reading, writing, information literacy) to strengthen students' literacy and ensure they are prepared for rigorous high school programs. Classroom activities integrate technology, math, and engineering with science to sharpen the students' critical thinking, problem-solving, creativity, inquiry, and hands-on skills. Students will also improve their analytical and experimental skills through laboratory work. In MS, students will continue to develop their understanding of the different branches of science, which include: Life science, Earth science, and Physical science.

English Social Studies

The Social Studies Program enables students to develop critical thinking abilities as concerned citizens and better understand developments that are taking place in their society and the world.

It concentrates on examining a variety of regions and cultures in the Western and non-Western world where students learn about different places and environments which enable them to understand the connections that people and cultures have to one another. In Grade 7 students examine the geography of specific regions in the United States and Canada, Latin America and Europe, while in Grade 8 students focus on the geography of specific regions in Africa, Southwest Asia/South Asia, Southeast Asia/East Asia and Oceania/Antarctica. Additionally, the Social studies program focuses on the history and human geography of these regions which enables students to better understand how society has evolved and developed over centuries. Students learn how lessons from the past can be used to make wise decisions for the present and the future.

The Social Studies program places a strong emphasis on important and enduring ideas, events and personalities that affect peoples' lives.

Special attention will be given to current events as they affect present day state, national, and world affairs.

Information Technology

In Middle School, students are expected to become proficient in the use of technology and to understand the nature and operation of technology systems. Access to technologies opens the door to the world beyond the classroom and increases the students' chances for success. It is the IT Department goal to develop lifelong learners who make informed decisions about the role of technology in their lives. Technology will be integrated in education, communication, problem-solving, analysis, and research in accordance with GBS Guiding Statements, and moral decision making.

The IT curriculum follows the ISTE standards to develop digital citizens aware of the importance of proper use of technology in the 21st century.

French

The French Language is introduced in Grade 6 with the aim to develop basic communication skills and an appreciation of the French culture. Students practice basic day-to-day French, expressing themselves and communicating in structured and open-ended situations, using most basic forms, grammar, language conventions, and vocabulary skills and knowledge. Skills and knowledge are developed in the context of oral communication, reading, and writing activities. Students are introduced to the cultural diversity of the French-speaking world.

Students are encouraged to enrich your French experience by pursuing opportunities outside the classroom, such as reading restaurant menus, store labels, and comic books. Watching French TV programs and movies, attending cultural events such as French festivals, or visiting French learning websites are culturally enriching and help reinforce language acquisition. They have the opportunity to demonstrate their learning of French and appreciation of the French culture through activities celebrating the International Francophone Day "Journée Internationale de la Francophonie".

Physical Education

The physical education program offers enjoyable activities and learning experiences that emphasize lifelong healthy habits, good attitudes, sports skill and knowledge, and physical fitness. In PE we aim to maximize each student's potential through building positive attitudes toward physical activities and through gauging each student's level of physical fitness. Students will acquire the motor skills and movement patterns needed to perform a variety of physical activities that would improve performance and general health. They will also gain knowledge of concepts, principles, and strategies that apply to the learning and performance of physical activities as well as physical fitness.

Visual and Performing Arts

The Visual and Performing Arts curriculum integrates current U.S. educational standards and the

requirements of the Ministry of Education, curriculum that include Arabic and Islamic content components. It aims to enable students to become literate and expressive in the arts (visual arts, music, dance, and drama) as cultural manifestations of human development and allows them to grow as creative, intellectual, and spiritual human beings. The Arts nurture students' artistic perception, creative expression, aesthetic appreciation, and historical and cultural knowledge.

Students learn to appreciate the historical contributions and cultural dimensions of the arts. They become proud of their own culture and foster respect for the multiplicity of cultures worldwide. Each student can work at a personalized pace to learn and develop self-expression and self-confidence.

Drama is integrated into the curriculum.

التربية الإسلامية

المنهج المتبع بالنسبة للتربية الإسلامية هو منهج الوزارة يشرح بأسلوب سلس ومشوق مع الاستعانة بالوسائل السمعية والمرئية.

القرآن الكريم

المنهج المتبع في مادة القرآن الكريم هي المقرر من وزارة التربية. هذا وستكون طريقة تحفيظ القرآن الكريم من خلال الاستماع إلى الأشرطة وتدريب الطلاب على التلاوة الصحيحة. وللمساعدة على الحفظ والتجويد في البيت يمكنكم العودة إلى موقع برنامج المحفظ لتلاوة القرآن الكريم.

<http://www.salaamssoft.com/mohaffez/mohaffez.htm>

الدراسات الاجتماعية

نطبق المنهج الرسمي المعتمد من قبل وزارة التربية والكتاب المدرسي التابع له ويعتمد على استخدام وسائل توضيحية وعلى البحث. ونسعى في تدريسي المنهج إلى تعريف الطالب بالعالم الذي يعيش فيه وتمكينه من فهم طبيعته الفيزيولوجية والبشرية والثقافية وتقدير أوجه الاختلاف والتشابه بين المجتمعات بشكل موضوعي ونقدي. المهارات التي يكتسبها الطالب تتجاوز المادة إلى إعدادة ليكون إنساناً باحثاً، متأقلاً مع عالمه وناجحاً في المستقبل.

اللغة العربية

تؤكد فلسفة المدرسة وتعاليمها الالتزام بالثقافة والتراث والقيم العربية والإسلامية. والاهتمام بتعزيز مستوى إتقان اللغة العربية هدفه الأسمى ترسيخ الانتماء إلى هوية ثقافية متميزة وتعزيز الشعور الوطني والقومي. ويكتسب تعليم اللغة الأم أهمية أكبر في المدارس ذات المناهج الأجنبية ليشعر الطلبة بالفخر والاعتزاز بتراثهم ولغتهم ويحافظوا على اللغة العربية وسيلة للتعبير والتواصل؛ لذا فإنه في رأس قائمة أهدافنا تعزيز مهارات التعبير الوظيفي والوجداني. ولا ننسى دور المطالعة الحرّة باللغة الأم في تنمية الفكر وتعزيز روح الانتماء الثقافي والمواطنة.

نطبق المنهج الرسمي المعتمد من قبل وزارة التربية والكتاب المدرسي التابع له؛ كما نستعين بمواد مساندة خارجية تساعد في تطوير المهارات اللغوية عامة وتنمية الثروة اللغوية والتذوق الفني. ونستخدم الأسلوب المبسط في تعليم اللغة مستعينين بالوسائل الإيضاحية والتقنيات الحديثة. نعتمد في المواد المساندة قصصاً ومؤلفات يقوم الطلبة بدراستها وتحليلها ويطبقوا من خلالها المهارات المطلوبة ويقفوا عند الأساليب الفنية المستخدمة بهدف إثراء حصيلتهم اللغوية وتطوير أسلوبهم الأدبي.

المهم اليوم لطلاب القرن الحادي والعشرين، العصر الرقمي، ليس أن يحفظوا المعلومات وإنما أن يتعلموا الوصول إلى مصادرها والبحث فيها واختيار المناسب وتحليله مستخلصين المفيد منها لاستخدامه في التعبير عن أفكارهم بشكل واضح، كل ذلك بسرعة فائقة. ولتحقيق ذلك بنجاح مازالوا بحاجة للتمكن من المهارات الأساسية في القراءة والكتابة، سواء كانت على الورق أو باستخدام التقنيات الحديثة. يتدرب

الطلاب على القراءة النقدية وتحليل المعلومات المختلفة النوع والمصدر على نحو فعال، كما ننمي لديهم القدرة على البحث واستخراج المعنى من النص وعلى إنتاج نص مترابط معنوياً يؤدي هدفه التواصلي. ونعمل على تشجيع الطلبة على المطالعة وقراءة الأنواع الأدبية والكتب المختلفة والصحف والمجلات والبحث في المصادر المتنوعة في المدرسة والبيت. ولتعريف الطلبة على تراثنا الفكري والأدبي تتضمن المواد المساندة مؤلفات لأعلام الأدب والفكر العربي كما ننظم حملة سنوية للمطالعة العربية يتبارى فيها الطلبة قراءةً وتأليفاً.

Appendix A

Locker Agreement and Expectations

Carefully read the following guidelines as you rent a locker at GBS Middle/High School. Having a locker is a privilege and not a right. Lockers are assigned only if the student and the parent/guardian agree to the guidelines below:

- All lockers are the property of the school and assigned to students for their use for approved purposes only.
- The rental fee of the locker is 5KWD paid once at the beginning of the school year.
- Each student should bring his/her own lock. The school will not provide keys or locks.
- Students are recommended to put the keys in a chain attached to their bags. Forgetting the key at home will not be accepted as an excuse for not being prepared to class.
- The school assumes NO RESPONSIBILITY for loss or damage to personal or school items in an unlocked or locked locker.
- It is the responsibility of the students to keep the locker clean and orderly.
- DO NOT DEFACE damage or otherwise misuse the locker. Students are not to write, place stickers, or vandalize lockers in any manner. Students guilty of such infractions will be charged the full cost of replacement +10KWD fine.
- Nothing may be hung or posted on the outside of the locker.
- Money and jewelry shall NOT be kept in the lockers.
- The storage of food and drink in the locker is not allowed. Students should only keep the items necessary for school work in the lockers.
- Students are responsible for the content of their lockers and **should not share their lockers** with other students.
- Students will have access to the lockers during specific times (before the beginning of classes, during breaks, end of the day). They may not visit the lockers during class time.
- Being tardy to class, due to going to the locker, is not acceptable.
- All lockers are subject to periodic inspection. The MS/HS Administration reserves the right to search the lockers at any time.
- If the key is lost, it is the student's responsibility to provide a solution.

Please complete the slip below and return it to the class advisor.

I understand the guidelines stated above and that failing to observe these guidelines may result in the immediate loss of locker privileges.

Student's Name _____ Signature _____

Parent's Signature _____ Date _____

Appendix B

GBS Technology Code of Conduct

Underlying Principle

GBS shall make effective use of technology to increase student engagement and enhance learning while at the same time developing the necessary skills for success in the economy of the future. Technology can be an important tool to improve the overall quality of education. Equal access to technology resources available at school should be provided to all staff and students.

Technology Code of Conduct

The Internet and related network activities have become part of the school's daily routine. GBS has adopted a *Bring your Own Device* (BYOD) program, whereby students bring their own iPad, tablet or laptop to school to further enrich their academic experience and improve their Information Technology skills. The use of these devices allows for additional resources in the classroom and supports GBS's commitment to 21ST century learning.

GBS Code of Conduct for Technology outlines the school's expectations that apply to all school activities, including the Internet use policy. When using the Internet, students need to be efficient, ethical, and aware of legal utilization of network resources. If a user violates any of these provisions, their access privileges at GBS may be terminated and future access could be denied. Students will be fully responsible for the security of their own devices.

All users are required to review the "Code of Conduct Technology" and agree to abide by it. Students and parents must sign the "Technology Use Contract" and agree that the student will be responsible before access will be granted.

If misconduct is suspected, the Principal will review the case and their decision is final. The teacher may deny access privilege at any time they feel users disregarded the code of conduct while in their room. The administration, faculty, and staff can request the School Director to deny, revoke, or suspend specific user access privileges.

Use of Social Networking Sites

When it comes to social networking, what is shared with friends or posted on social networking sites such as Facebook, Twitter, blogs, and other chat sites isn't necessarily only accessed by friends, but in fact, could be seen by millions worldwide.

GBS policy on the use of social networking sites aims to protect the individual's and the school's integrity and reputation. All GBS students must be made aware of the importance of responsible use of the internet. Students are prohibited from posting/disseminating any photos taken within the school campus. Posting comments about the school and/or community that may be deemed offensive, libelous, derogatory, or indecent, and comments that divulge confidential information or damage someone's or the school's reputation are grounds for disciplinary action and could result in expulsion.

GBS Guidelines for Electronic Social Networking Usage

The following guidelines aim to help GBS students to avoid problems that might emerge with improper usage of social networking websites. "Inappropriate" content is defined as anything that is illegal as per

Kuwait Laws or GBS regulations and rules and/or anything that the school community may deem as offensive, libelous, derogatory, or indecent.

- 1- Post only appropriate (as defined above) personal information to their profile:
 - List appropriate e-mail addresses and nicknames.
 - Do not include any reference (pictures, comments, etc.) to events that could possibly be regarded as inappropriate in the general norms of the school community or Kuwait customs.
- 2- Monitor electronic photo albums.
 - Do not post photos (personal or general) that would be considered inappropriate by Kuwait norms.
 - If you find an inappropriate photo tagged to your name, then un-tag it and ask the person who posted it to delete the picture from their album.
 - Set all personal photo albums to “visible to friends only” to help protect yourself from potential embarrassment and limit the exposure of any doubtful photos that you may have unintentionally included in the posting process.
- 3- Monitor postings to ensure that all postings on your “wall” are appropriate.
- 4- Allow only friends and acquaintances to join your group of friends. Set parameters so that only friends may view your profile.
- 5- Monitor social network usage among friends to ensure that they do not make choices that could result in undesirable consequences affecting your standing with the school.
- 6- Join only appropriate groups. After joining an appropriate group, continually monitor it to ensure that the group name or focus does not become inappropriate.
- 7- Use social networking sites in a way that is non-malicious-- that will not harm or disrespect others, teachers, students, or the school as an entity.
- 8- The school has the right to use the students’ photos and pictures on the school’s social media to promote school events and display students’ achievements. If parents object using their children’s photos on the school’s social media, they must then indicate that in writing and share it with their child’s division principal at the time of signing this contract.

Users Responsibilities

Anyone who accesses the Internet has the following responsibilities:

- Assume responsibility for all material received and sent.
- Obtain approval from the teacher before accessing a site or sending and receiving files.

- Monitor all material received via the Internet. Suspect material must be reported to the teacher.
- Respect copyright. All communication and information accessible via the network should be assumed to be private property and should be treated as copyrighted. All sources received on the Internet must be adequately acknowledged. Any violation is regarded as plagiarism.

Maintain Complete Security

Security on any computer system is a high priority, especially when the system involves many users. This involves:

- Teachers will monitor students' use of technology to maintain the integrity of the system.
- Students must report all suspected violations of privacy. They are responsible for all mail received and/or sent during Internet use. Passwords are to be kept private. Students must not attempt to log in as any other user or as a system administrator. Note that electronic mail (e-mail) is not guaranteed to be private. Those who operate the system have access to all mail.
- Computer vandalism is forbidden. Computer vandalism is defined as any malicious attempt to harm or destroy the data of another user. Creating and/or disseminating computer viruses and worms, sending chain emails, or tampering with the work of others, is viewed as inappropriate behavior and harms the integrity of the system.
- Tampering with any software or changing the settings of any software installed on any computer is not permitted.
- Theft or damage to the school equipment/devices or students' own devices will result in severe disciplinary consequences in addition to replacement and/or compensation.

Observe Proper Etiquette

- Be polite. No abusive messages will be tolerated.
- Respect privacy. GBS does not allow the exchange of personal addresses and phone numbers or those of any other student.
- Maintain the integrity of the system. The network must not be used in such a way that would disrupt the use of the network by other users (e.g. Downloading huge files during prime time, sending mass e- mail messages, etc.).
- Respect the laws of Kuwait. All illegal activities are strictly forbidden. Messages related to or in support of illegal activities will be reported to the proper authorities.
- **Cyber-bullying:** utilizing technology such as e-mail, blogs, texting, social networking sites and chat sites to bully others (teachers, staff or students) or intimidate them or cause students and/or teachers to feel fear or intimidation is strictly forbidden. When **cyber-bullying** is reported, it is immediately investigated by the Principal. If the incident is outside the school, parents will be informed. If the incident results in conflicts among students inside the school it will be immediately dealt with as any behavior threatening the students' safety and the consequence will be suspension – number of days will depend on the incident.

Disciplinary Actions for Violation of Acceptable User Policy

- Confiscation of any inappropriate items.
- Denial of access to the Internet for a given period.
- Violator is required to seek assistance in learning the proper procedure before he/ she is allowed to

re-use the Internet.

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- Denial of participation in computer class and /or certain school activities.
- Denial of usage of all computer equipment, network, and the Internet.
- Consequences include reprimand from teacher or Principal / parent-student conferences. This conference can also be attended by the Student Counselor, the computer teacher, or the librarian, as applicable.
- Behavioral contract.
- Suspension from school.

Technology Use Contract

At the beginning of the school year the Information Technology teacher issues to all students the “Code of Conduct Technology” and require them to sign it, take it home to read with their parents, and return it with the parent’s signature. A copy of the contract is kept with the teacher.

"Technology Code of Conduct"

I have read the above "Technology Code of Conduct" and agree to abide by all the requirements and rules listed.

Student Name: _____

Student Signature: _____

Date: _____

Parent Name: _____

Signature: _____

Date: _____